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ABSTRACT

Persistence and graduation rates of University of California, Davis, special action students admitted in any fall quarter from 1975 to 1985 were studied. Special action students show academic potential but do not meet admission requirements of completed course work and academic achievement. The number of special action students during this 10-year period increased by 73%. In 1975 a large majority of special action students were also members of underrepresented (i.e., Student Affirmative Action--SAA) minority groups; by 1985 SAA and White students were equally represented among special action admits. In 1985 SAA students made up 15% of all entering students but 43% of entering special action students. About half of all Black students entering the university were admitted by special action; the proportion of Chicanos was about 25%. Special action students did not persist at rates close to those of regularly admitted cohorts. About 60% of all special action students persist through a second year at the university. About 45% of all special action students entering in fall 1979 or 1980 graduated. About one in two White and Asian special action students graduated, compared with only one in three Black and Chicano special action students. (SW)

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PERSISTENCE AND GRADUATION OF UC DAVIS UNDERGRADUATES ADMITTED BY SPECIAL ACTION: 1975-1985

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Student Affairs Research and Information
University of California, Davis
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PERSISTENCE AND GRADUATION OF UC DAVIS UNDERGRADUATES ADMITTED BY SPECIAL ACTION: 1975-1985

EXECUTIVE SUMMARY

The number of special action students enrolling at UC Davis from Fall 1975 to 1985 increased by 73%. In Fall 1985 one in ten new students was admitted by special action. These students are concentrated in the lower division where one in eight new students was admitted by special action.

There has been a shift in the ethnic background of special action students. Ten years ago a large majority of special action students were also members of underrepresented (i.e., Student Affirmative Action) minority groups. Now SAA and White students are equally represented among new special action admits.

Although most SAA students are not admitted by special action, they are disproportionately represented among this population. In Fall 1985 SAA students made up 15% of all entering students but 43% of entering special action students.

The proportion of special action students varies by ethnicity within the SAA population. From Fall 1975 to 1985, about half of all Black students entering UC Davis were admitted by special action; the proportion for Chicanos was about 25%.

Special action students do not persist at rates close to those of their regularly admitted cohorts, although data for recent years indicate some improvement. From Fall 1975 to 1984, fourth quarter persistence rates increased slightly for all students (87% to 91%) and more dramatically for special action students (70% to 80%).

Persistence rates for special action students drop about 20% during the first four quarters and another 20% during the fifth to seventh quarters. About 60% of all special action students persist through a second year at UC Davis.

About 45% of all special action students entering in Fall 1979 or 1980 graduated. This rate represents a 10% increase over previous years, but it is too early to tell if this improvement reflects a trend.

Graduation rates of special action students vary considerably by ethnicity. In recent years, about one in two White and Asian special action students graduated, compared with only one in three Black and Chicano special action students.

Introduction

In February 1986 Student Affairs Research and Information released a comprehensive report on student persistence and graduation rates entitled Persistence and Graduation of UC Davis Undergraduates: 1971-1983. The report examines the performance of several student groups, including special action. Special action students show academic potential but do not meet the University's admissions requirements of completed course work and academic achievement. This report complements that earlier report and builds on its research. Persistence and Graduation only describes outcomes of special action students admitted with less than 12.5 college credits, a subset that represents about 60% of all special action students entering in any fall quarter from 1975 to 1985. This report looks at the persistence and graduation rates of all special action students admitted in any fall quarter from 1975 to 1985.

Although this report refers throughout to special action students and to particular ethnic subpopulations of special action students, it should be remembered that neither the population as a whole nor the subpopulations are homogeneous. Moreover, although admission outside the standards of University eligibility is taken generally to imply underpreparedness, not all students admitted by special action are actually underprepared.

Purpose of Report

The purpose of this report is to clarify and reestablish a common understanding of the numbers, persistence and graduation rates for that group of students whom previous research has shown to be at highest risk. (See Appendix A for a Bibliography of UC Davis special action admissions research.) This report also discusses the relationship between special action admissions and Student Affirmative Action efforts.

Data Source

Except where otherwise noted, data for this report are taken from the Composite Undergraduate File (CUF), March 3, 1987, which was updated through the first 1986 Summer Session. CUF, derived directly from the Student Records System, is maintained by Student Affairs Research and Information. Statistics in this report may differ slightly from those in other University sources because they include all students who paid their fees after the third and fifth week of classes; in addition, they do not include students working toward their second baccalaureate degrees or students who registered but attempted no academic units.

Size of the Population

The number of special action students enrolling at UC Davis has increased both absolutely and relatively to the number of students entering as freshmen and sophomores. As shown in Table 1 below, special action students increased 73% from Fall 1975 (207) to Fall 1985 (358). In Fall 1985, 3,700 new domestic students enrolled at UC Davis; about 10% were admitted by special action.

TABLE 1

Special Action Students as a Percent of New Domestic Students
Fall 1975-1985

Fall	Total n	Special Action n	% of Total	Fall	Total n	Special Action n	% of Total
1975	4079	207	5.1%	1981	3657	247	6.7%
1976	3486	198	5.7	1982	3516	297	8.4
1977	3330	205	6.1	1983	3444	317	9.2
1978	3594	271	7.5	1984	4139	392	9.5
1979	3930	346	8.8	1985	3700	358	9.7
1980	4221	339	8.0				

This phenomenon is not unique to UC Davis. Increasingly larger numbers of special action students have been enrolling Universitywide. The figures in Table 2 below come from the annual report of the Office of the President to members of the Committee on Educational Policy. Although these data differ slightly from those produced from the research data base (CUF), they support the same conclusion.

TABLE 2

Special Action Students as a Percent of Total New Enrollments
Universitywide and UC Davis
Fall 1980-1984

	Total Registered		Special Action Registered		Special Action as a % of Registrants	
Fall	University	UCD	University	UCD	University	UCD
1980	26351	3967	1951	337	7.4%	8.5%
1981	25646	3551	2089	257	8.1	7.2
1982	26314	3382	2206	301	8.4	8.9
1983	27638	3322	2429	324	8.8	9.8
1984	28158	4016	2443	392	8.7	9.8

Source: Office of the President, Report on University of California Admissions & Admissions by Special Action, Tables on Summary of Admission, Registration & Cumulative Performance of New Freshmen & Advanced Standing Students.

Because special action students are admitted primarily as freshmen or sophomores, the figures above underestimate the burden that increasingly larger numbers of special action students place on lower division courses and on support services devoted to students at this level. Of the 3,053 new freshmen and sophomores entering in Fall 1985, 12%--about one in eight students--did not meet the University's eligibility requirements upon entrance. A significant proportion of these must also be presumed to be underprepared for University-level work (see Table 3 below).

TABLE 3

Special Action Students as a Percent of New Lower Division Students
Fall 1975-1985

Fall	Lower Division n	Special Action n	Special Action Percent of LD	Fall	Lower Division n	Special Action n	Special Action Percent of LD
1975	2790	207	7.4%	1981	3078	247	8.0%
1976	2431	198	8.1	1982	2893	297	10.3
1977	2496	205	8.2	1983	2804	317	11.3
1978	2747	271	9.9	1984	3416	392	11.5
1979	3182	346	10.9	1985	3053	358	11.7
1980	3572	339	9.5				

Relationship between Special Action and Student Affirmative Action

Students admitted by special action and students from the five underrepresented minority groups--Native Americans, Blacks, Chicanos, Latinos, and Filipinos--are, by definition, distinct populations. Although the intersection between these two groups was once large, it has declined steadily over time as both groups increased in size.

The data in Table 4 reflect this shift in ethnic background of special action students. In Fall 1975 well over half of the new special action students came from one of the five underrepresented minority groups and about one-quarter were White. By Fall 1985, the two groups--SAA and White--were equally represented. Of all new special action domestic students enrolled in Fall 1985, 43% were SAA, 43% were White, and 12% were Asian.

TABLE 4

Ethnic Distribution of Special Action Students
Fall 1975-85

Fall	All n	SAA n	SAA %	White n	White %	Other[1] n	Other[1] %
1975	207	119	57.5%	57	27.5%	31	15.0%
1976	198	100	50.5	61	30.8	37	18.7
1977	205	93	45.4	81	39.5	31	15.1
1978	271	134	49.4	112	41.3	25	9.2
1979	346	104	30.1	188	54.3	54	15.6
1980	339	103	30.4	167	49.3	69	20.4
1981	247	122	49.4	84	34.0	41	16.6
1982	297	128	43.1	126	42.4	43	14.5
1983	317	128	40.4	139	43.8	50	15.8
1984	392	176	44.9	157	40.1	59	15.1
1985	358	155	43.3	152	42.5	51	14.2

[1] Includes students who declined to state their ethnicity.

Although there has been a decline in the SAA proportion of special action students over time, SAA students continue to be overrepresented among this population. Table 5 compares the proportions of all students with all special action students (from Table 4) who are also SAA. In Fall 1985 approximately 15% of all newly registered students were affirmative action students. At the same time affirmative action students constituted over two-fifths of the special action population.

TABLE 5

SAA Students as a Proportion of All and Special Action Students
Fall 1975-85

Fall	All Registered Students Total n	SAA n	SAA %	Special Action Students Total n	SAA n	SAA %
1975	4079	324	7.9%	207	119	57.5%
1976	3486	286	8.2	198	100	50.5
1977	3330	304	9.1	205	93	45.4
1978	3594	350	9.7	271	134	49.4
1979	3930	355	9.0	346	104	30.1
1980	4221	363	8.6	339	103	30.4
1981	3657	449	12.3	247	122	49.4
1982	3516	440	12.5	297	128	43.1
1983	3444	387	11.2	317	128	40.4
1984	4139	494	11.9	392	176	44.9
1985	3700	550	14.9	358	155	43.3

Though disproportionately represented among special action students, most SAA students are <u>not</u> admitted by special action. The percent of all SAA students who are admitted by special action has fluctuated, but has rarely been more than about one-third of this group. However, as the data below (Table 6) indicate, this proportion varies considerably among the five underrepresented groups. Appendix B contains complete data on admission status by ethnicity.

TABLE 6

Proportions of New Students Admitted by Special Action By Ethnicity
Fall 1975-85

Fall	Total[1]	SAA	White	Asian	Chicano	Black
1975	5%	37%	2%	4%	31%	50%
1976	6	35	2	4	24	60
1977	6	31	3	6	23	51
1978	8	38	4	5	25	62
1979	9	29	6	7	25	52
1980	8	28	5	9	21	52
1981	7	27	3	7	19	47
1982	8	29	5	7	20	49
1983	9	33	6	7	24	56
1984	9	36	6	7	30	52
1985	10	28	6	8	28	45

Note: Native American, Latino and Filipino data are too small to analyze separately.
[1]Includes students in 'Other' and 'Decline to State' categories.
Source: Appendix B

Although special action admissions account for a small percentage of newly enrolled students among the White and Asian populations, these populations are sufficiently large so that their numbers, climbing slowly over time, account for most of the overall increase in special action students. Within the SAA student population the trend has been in the opposite direction. In Fall 1975, 37% of all SAA students were admitted by special action; ten years later, this proportion had declined to 28%. However, special action admissions still account for a large proportion of these students, particularly for Blacks; during the years under study, about half of all Black students enrolling were admitted by special action. The same is true for about one in four Chicano students.

Persistence and Graduation Rates

Admitting special action minority students, including many who are underprepared, has helped UC Davis partially meet its SAA admissions goals. This strategy, however, can achieve long-run affirmative action results only to the extent that these students persist and graduate at rates close to those of their regularly admitted peers. But previous research (Appendix A) and the outcomes presented below indicate that such expectations may be unrealistic. Special action students do not persist or graduate at rates close to their regularly admitted cohorts, although data for recent years indicate some improvement.

Table 7 below contains fourth and seventh quarter persistence rates for all lower division (freshman and sophomore) regularly admitted students and all special action students entering Fall 1975 through Fall 1984. Lower division students are used as a comparison group here and in the discussion on graduation rates that follows because the special action students in this report entered only at this level. The comparison is still imprecise because the proportion of freshmen to sophomores for each group and ethnicity

varies from year to year. Because sophomores usually persist and graduate at rates slightly higher than freshmen, caution should be used in interpreting small changes in the data below.

TABLE 7

Fourth and Seventh Quarter Persistence Rates:
All Lower Division Regular and Special Action Students by Ethnicity
Fall 1975-1984

Fourth Quarter Persistence Rates

Fall	All Reg	All Spec	All SAA Reg	All SAA Spec	White Reg	White Spec	Asian Reg	Asian Spec	Chicano Reg	Chicano Spec	Black Reg	Black Spec
1975	87%	70%	87%	72%	87%	63%	90%	69%	90%	66%	89%	76%
1976	88	71	85	74	89	75	95	92	73	57	90	84
1977	86	71	81	72	86	67	89	90	77	73	95	72
1978	87	77	87	78	87	77	89	75	94	90	91	83
1979	87	77	84	78	88	73	92	89	90	85	78	77
1980	89	80	86	81	88	78	93	92	81	79	93	83
1981	89	79	84	84	90	73	90	78	85	78	80	89
1982	90	78	90	78	90	75	93	88	89	73	83	77
1983	92	80	90	77	92	81	95	91	83	85	89	74
1984	91	80	91	81	91	78	93	82	89	78	89	82

Seventh Quarter Persistence Rates

Fall	All Reg	All Spec	All SAA Reg	All SAA Spec	White Reg	White Spec	Asian Reg	Asian Spec	Chicano Reg	Chicano Spec	Black Reg	Black Spec
1975	74%	52%	77%	52%	73%	46%	80%	62%	80%	44%	79%	59%
1976	75	44	71	44	75	54	88	50	64	26	81	54
1977	74	50	71	52	74	49	77	65	73	73	84	51
1978	75	52	69	51	76	55	80	56	83	75	64	51
1979	77	61	74	60	77	60	84	79	79	69	70	56
1980	79	62	72	59	79	60	83	76	72	50	66	59
1981	79	60	74	62	80	57	81	59	70	70	71	61
1982	81	66	73	63	81	64	84	81	78	54	67	64
1983	82	59	78	51	82	63	86	73	72	50	63	47
1984	- - - - - - - - - - - - - - - not available - - - - - - - - - - - - - - -											

Source: Appendix C

From Fall 1975 to Fall 1984, fourth quarter persistence rates increased slightly for all students, from 87% to 91%, and more dramatically for special action students, from 70% to 80%. About 80% of special action students from each ethnic group entering in Fall 1984 returned to UC Davis to complete a fourth quarter. Figures for regularly admitted students in most categories are about 10% higher. Overall, for the most recent years, there are only small differences in fourth quarter persistence rates by ethnicity. Black and Chicano regular and special action students persist at rates close to those of White students; Asian students persist at somewhat higher rates.

By the seventh quarter, larger differences in persistence rates appear between regular and special action students. The figures fluctuate from year to year, but in general fourth quarter differences of 9% to 12% evolve into seventh quarter differences of 15% to 23%. This gap appears as persistence rates of special action students overall drop about 20% during the fifth to seventh quarters.

Differences among ethnic groups by admission status are not as large. Regularly admitted Chicano and Black students persist at rates close to White students. Within the last five years differences among these ethnic groups are 10% or less. Asian students continue to persist at the highest rates. SAA special action students persist through seventh quarter at rates similar to all special action students. The population sizes of SAA special action students by ethnicity are so small at this point that their numbers fluctuate widely.

Overall, persistence rates for special action students from Fall 1975 to Fall 1984 have increased, at both the fourth and seventh quarter. This pattern was suggested in the findings of Persistence and Graduation, but emerges more clearly in this study. Not surprisingly, persistence rates of all special action students are more stable and fluctuate less widely than those of the smaller subset of students, studied in the previous report, who entered with little or no previous college experience.

Graduation Rates

Special action students graduate overall at one-half to two-thirds the rate of regularly admitted students. Table 8 below contains graduation rates for students entering Fall 1975 to 1980. Each cohort has had a minimum of 18 quarters to graduate. Fall 1979 and Fall 1980 special action students graduated at rates 10% higher than previous years.

TABLE 8

Graduation Rates of Regular and Special Action Students by Ethnicity
Fall 1975-1980

Fall	All Reg/Spec		All SAA Reg/Spec		White Reg/Spec		Asian Reg/Spec		Chicano Reg/Spec		Black Reg/Spec	
1975	67%	39%	58%	36%	68%	44%	76%	62%	68%	41%	43%	40%
1976	68	33	54	26	69	51	81	42	60	26	38	29
1977	66	34	62	24	67	47	63	35	66	41	73	23
1978	67	32	55	28	68	40	70	31	57	30	57	31
1979	67	47	57	35	68	53	71	64	57	38	44	32
1980	67	45	50	32	68	51	74	53	55	38	34	29

Source: Appendix C.

It is too early to know if this increase in graduation rates is temporary; however, it appears to be driven primarily by increases in graduation rates of White and Asian special action students. Despite the small differences in fourth and seventh quarter persistence rates of SAA and non-SAA students, SAA students graduate at consistently lower rates. The figures in

Table 8 indicate that in recent years about one out of two Asian and White special action students and one out of three Black and Chicano special action students graduated.

Similar differences by ethnicity appear in graduation rates of regularly admitted students. Overall, 67% of regularly admitted lower division students graduated. This figure has remained stable over the years under study. The figures for White and Asian students are slightly higher than average. For the last three years, regularly admitted Chicano students graduated at a rate ten percentage points or 15% lower than the average overall, while the rate for Black students is more than twenty percentage points or 30% lower.

Special Action Committee Admits

There are two main categories of special action admissions to UC Davis, formula and committee. In 1978 UC Davis created a formula based on past experience with special action students. Special action formula students are admitted on the basis of a progressively higher GPA for each A-F pattern subject omission. The formula, used since Fall 1979, is in essence a downscaling of the conventions used in regular undergraduate admissions. Committee admits are students who do not meet this downscaled admissions criteria. Their applications are reviewed by a subcommittee of the Academic Senate Committee on Admissions and Enrollment. Although these students show promise in some areas, by traditional standards they are the least prepared of all high-risk entrants.

Profile of Committee Admits

Data on special action committee admits are available in the Student Records System beginning in Fall 1981. From Fall 1981 through Fall 1985, CUF reports 158 students admitted through the committee process (see Table 9 below). This number is slightly below that reported by the Undergraduate Admissions Office (168). The two figures reflect some imprecision in data entry to the Student Records System during earlier years. Committee admits represent only 10% of all special action admits enrolling between Fall 1981 and Fall 1985. Their proportion of special action students has declined from 23% in Fall 1981 to 6% in Fall 1985.

TABLE 9

Committee Admits as a Proportion of All Special Action Admits
Fall 1981-1985

Fall	All Special Action Admits n	Committee Admits n	Committee Admits Percent
1981	247	57	23%
1982	297	26	8
1983	317	27	9
1984	392	27	7
1985	358	21	6

The committee review process has served primarily as a conduit for additional admissions of underrepresented students; about 78% of all students admitted by committee review are SAA students. Among committee admits, 68 are Black (43%), 31 are Chicano (20%), 18 are Asian (11%), 13 are White (8%), 13 are Filipino (8%), 7 are Native American (4%), 5 are Latino (3%), and 3 come from other ethnic backgrounds (2%). In Fall 1985 SAA students made up 76% of committee admits as compared with 43% of all special action students and 15% of all new students.

Overall, 53% of committee admits are male, 47% female. Close to 90% of them were admitted as freshmen (i.e., with less than 40.5 college credits). Over 60% of these students enrolled in the College of Letters and Science, 30% in Agricultural and Environmental Sciences, and 7% in Engineering.

Persistence and Graduation Rates of Committee Admits

Data on outcomes of committee admits (Table 10 below) were obtained directly from the Student Records System, using the program SNAPSHOT and are current as of the start of Winter Quarter 1987. Committee admits persist through their first year at rates similar to those of all special action students, but begin to drop out in larger numbers between the fourth and seventh quarters.

TABLE 10

Persistence and Graduation Status of Special Action Committee Admits
Fall 1981-1985

Fall	Percent Persisting 4 Qtrs	7 Qtrs	Enrolled or Graduated n	%	Not Enrolled or Graduated n	%
1981 (n=57)	79%	54%	19	33%	38	67%
1982 (n=26)	77	35	9	35	17	65
1983 (n=27)	74	48	13	48	14	52
1984 (n=27)	81	na	20	74	7	26
1985 (n=21)	na	na	15	71	6	29

na = not available

It is too soon to determine with any certainty whether this difference in seventh quarter persistence rates will be directly reflected in lower graduation rates for committee admits. One-third of Fall 1981 committee admits had not dropped out of UC Davis by Winter Quarter 1987. But of these 19 students, 8 (or 14% of the cohort) had graduated and 11 were still enrolled. This result suggests that time-to-degree for committee admits may be longer than for all special action students and that their graduation rates ultimately may be considerably lower.

Discussion

This report examines in detail persistence and graduation rates of all UC Davis special action students entering in a fall cohort. Previous reports described a subset of this population--students entering UC Davis directly from high school; although that methodology creates a more homogeneous subset for research purposes, it has the disadvantage of eliminating approximately 40% of the population from study. It is axiomatic in student outcomes research that the more college credits a student earns, the more likely that student is to earn additional college credits and ultimately graduate. Thus, the inclusion of special action entrants with previous college experience will not only stabilize outcomes by increasing population size but also improve them because of the background of the additional students. The special action student outcomes in this report are both more stable than those reported earlier and more positive. Each study approach has its advantages and disadvantages and interested readers should read this report in conjunction with earlier research.

Part of this report describes the numbers of special action students and the distribution of these students by level. There are two reasons for this lengthy analysis. First, it is necessary to put into perspective the notion that special action students make up only 6% of the undergraduate student body. The 6% figure is an admissions goal, set by the University to increase the proportion of disadvantaged students. However, because these students enroll at a much higher rate than other groups, they make up a greater percentage of the admitted students who actually enroll.

Secondly, the special action students discussed in this report were admitted exclusively as freshmen and sophomores; therefore, they represent a high proportion of lower division enrolled students. In Fall 1985 special action students made up 12% of newly enrolled lower division students, a proportion twice as high as that reflected by the 6% admissions goal. The report of the UC Task Force on Lower Division Education, Lower Division Education in the University of California (June 1986), described the lower division as "something of a neglected child in terms of information gathered, attention paid and critical review given to it." Campus attempts to rectify this problem and address questions, such as who should teach lower division courses, what is the quality of training for teaching assistants, and what are sufficient and appropriate academic support services at this level, should take into consideration that one in eight of these students was admitted without meeting the University's eligibility criteria and thus quite likely to be underprepared for its curriculum.

Special action admissions are one means by which the campus has met its SAA admissions targets. But unless persistence and graduation rates of SAA special action students improve substantially, continuing to count special action admits towards meeting admissions targets may be only a short-term, and perhaps short-sighted, solution to improving the problem of underrepresentation. Special action students do not graduate at the same rate as regularly admitted students nor do special action SAA students graduate at the same rate as non-SAA special action students. Most of the improvement in special action outcomes in recent years reflects outcomes of White and Asian students. It is important to keep in mind that use of special admissions to meet SAA targets can actually subvert long-run efforts to increase the percentage of SAA baccalaureate holders by admitting into the base large numbers of students with only a one in three chance of graduating.

APPENDIX A

Bibliography of UC Davis
Special Action Admissions Research[1]

Persistence and Graduation of UC Davis Undergraduates: 1971-1983
(February 1986)

Retention and Graduation Rates of UC Davis Students Admitted from High School: 1974-81
(April 1984)

A Brief Report on Graduation Rates in UC Davis Undergraduate Colleges for Students Admitted from High School
(December 1983)

Non-Traditional Predictors of Academic Success for Special Action Admissions
(November 1982)

Inter-rater Reliability and Validity of Non-Traditional Factors For Predicting Special Action Students' University Success
(October 1982)

EOP and SAA Undergraduates Who Left UC Davis Without a Degree
(October 1981)

Progress in Enrolling and Graduating Minority Undergraduates at UC Davis
(June 1980)

Report of the UC Davis Task Force on Retention and Transfer
(June 1980)

[1] Publications are available from the Office of Student Affairs Research and Information.

APPENDIX B

Admission Status At Entry
All Domestic Undergraduates by Ethnicity
Fall 1975-85

ALL Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	4079	3872	95%	207	5%
1976	3486	3288	94%	198	6%
1977	3330	3125	94%	205	6%
1978	3594	3323	92%	271	8%
1979	3930	3584	91%	346	9%
1980	4221	3882	92%	339	8%
1981	3657	3410	93%	247	7%
1982	3516	3219	92%	297	8%
1983	3444	3127	91%	317	9%
1984	4139	3747	91%	392	9%
1985	3700	3342	90%	358	10%

SAA Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	324	205	63%	119	37%
1976	286	186	65%	100	35%
1977	304	211	69%	93	31%
1978	350	216	62%	134	38%
1979	355	251	71%	104	29%
1980	363	260	72%	103	28%
1981	449	327	73%	122	27%
1982	440	312	71%	128	29%
1983	387	259	67%	128	33%
1984	494	318	64%	176	36%
1985	550	395	72%	155	28%

WHITE Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	3217	3160	98%	57	2%
1976	2740	2679	98%	61	2%
1977	2583	2502	97%	81	3%
1978	2771	2659	96%	112	4%
1979	3013	2825	94%	188	6%
1980	3076	2909	95%	167	5%
1981	2620	2536	97%	84	3%
1982	2466	2340	95%	126	5%
1983	2448	2309	94%	139	6%
1984	2788	2631	94%	157	6%
1985	2462	2310	94%	152	6%

ASIAN Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	319	306	96%	13	4%
1976	272	260	96%	12	4%
1977	312	292	94%	20	6%
1978	330	314	95%	16	5%
1979	380	352	93%	28	7%
1980	443	405	91%	38	9%
1981	367	340	93%	27	7%
1982	453	421	93%	32	7%
1983	456	423	93%	33	7%
1984	619	574	93%	45	7%
1985	543	502	92%	41	8%

CHICANO Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	104	72	69%	32	31%
1976	96	73	76%	23	24%
1977	94	72	77%	22	23%
1978	81	61	75%	20	25%
1979	105	79	75%	26	25%
1980	113	89	79%	24	21%
1981	122	99	81%	23	19%
1982	129	103	80%	26	20%
1983	84	64	76%	20	24%
1984	137	96	70%	41	30%
1985	177	127	72%	50	28%

BLACK Entrants

Fall	Total n	Regular Admits n	Regular Admits %	Special Admits n	Special Admits %
1975	115	57	50%	58	50%
1976	105	42	40%	63	60%
1977	112	55	49%	57	51%
1978	134	51	38%	83	62%
1979	126	60	48%	66	52%
1980	114	55	48%	59	52%
1981	148	78	53%	70	47%
1982	135	69	51%	66	49%
1983	132	58	44%	74	56%
1984	160	77	48%	83	52%
1985	158	87	55%	71	45%

APPENDIX C

Numbers of Entrants Persisting and Graduating
All Lower Division Regular and Special Action Students by Ethnicity
Fall 1975-1985

ALL Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	2583	207	2248	144	1902	107	1742	80
1976	2233	198	1976	141	1677	88	1523	65
1977	2291	205	1966	145	1699	103	1514	69
1978	2476	271	2156	208	1866	142	1671	88
1979	2836	346	2481	265	2186	212	1905	164
1980	3233	339	2862	272	2543	211	2173	152
1981	2831	247	2523	196	2242	148	na	na
1982	2596	297	2346	233	2091	195	na	na
1983	2487	317	2281	254	2051	187	na	na
1984	3024	392	2761	314	na	na	na	na
1985	2695	358	na	na	na	na	na	na

WHITE Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	2140	57	1865	36	1569	26	1449	25
1976	1844	61	1637	46	1377	33	1269	31
1977	1855	81	1589	54	1371	40	1235	38
1978	1972	112	1716	86	1489	62	1350	45
1979	2229	188	1955	138	1714	112	1520	99
1980	2430	167	2145	130	1916	101	1652	85
1981	2102	84	1889	61	1685	48	na	na
1982	1890	126	1700	95	1526	81	na	na
1983	1832	139	1677	113	1511	88	na	na
1984	2107	157	1921	123	na	na	na	na
1985	1859	152	na	na	na	na	na	na

CHICANO Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	41	32	37	21	33	14	28	13
1976	45	23	33	13	29	6	27	6
1977	44	22	34	16	32	16	29	9
1978	47	20	44	18	39	15	27	6
1979	58	26	52	22	46	18	33	10
1980	69	24	56	19	50	12	38	9
1981	79	23	67	18	55	16	na	na
1982	81	26	72	19	63	14	na	na
1983	54	20	45	17	39	10	na	na
1984	62	41	55	32	na	na	na	na
1985	95	50	na	na	na	na	na	na

SAA Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	112	119	97	86	86	62	65	43
1976	117	100	100	74	83	44	63	26
1977	133	93	108	67	94	48	82	22
1978	168	134	146	104	116	68	93	37
1979	195	104	163	81	145	62	111	36
1980	212	103	182	83	153	61	107	33
1981	263	122	222	102	194	76	na	na
1982	255	128	230	100	187	81	na	na
1983	215	128	194	99	167	65	na	na
1984	239	176	218	142	na	na	na	na
1985	314	155	na	na	na	na	na	na

ASIAN Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	197	13	177	9	158	8	149	8
1976	189	12	180	11	167	6	153	5
1977	223	20	198	18	172	13	141	7
1978	247	16	221	12	197	9	174	5
1979	297	28	274	25	250	22	212	18
1980	351	38	328	35	293	29	261	20
1981	300	27	270	21	242	16	na	na
1982	348	32	325	28	293	26	na	na
1983	346	33	327	30	297	24	na	na
1984	501	45	465	37	na	na	na	na
1985	416	41	na	na	na	na	na	na

BLACK Lower Division Entrants

Fall	Total Reg	Total Spec	4th Quarter Reg	4th Quarter Spec	7th Quarter Reg	7th Quarter Spec	Graduates Reg	Graduates Spec
1975	28	58	25	44	22	34	12	23
1976	21	63	19	53	17	34	8	18
1977	37	57	35	41	31	29	27	13
1978	44	83	40	69	28	42	25	26
1979	50	66	39	51	35	37	22	21
1980	44	59	41	49	29	35	15	17
1981	65	70	52	62	46	43	na	na
1982	60	66	50	51	40	42	na	na
1983	46	74	41	55	29	35	na	na
1984	61	83	54	68	na	na	na	na
1985	74	71	na	na	na	na	na	na